



Wohali Academy

1 Havenwood Lane
Travelers Rest, South

Grades	K-12 Middle School	
Enrollment	86 Students	
Principal	Laura L. Blackmore	864-660-6243
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Average
2005	At-Risk	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

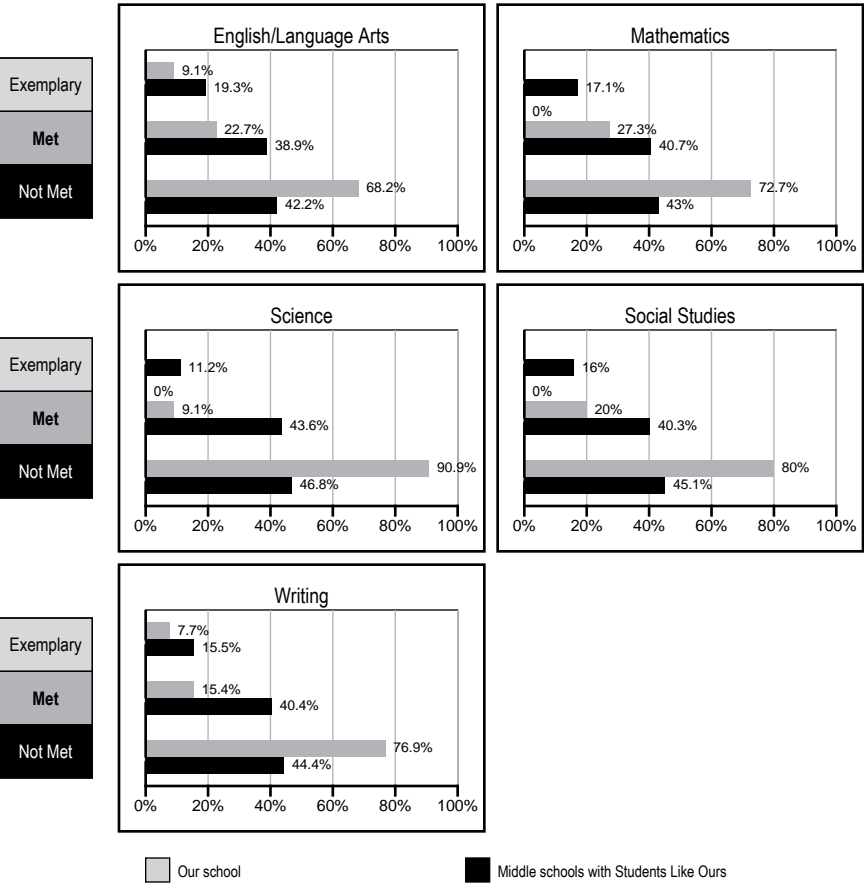
95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	23	6

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	90.7%
English 1	N/A	88.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	N/A	89.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=86)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	15.0%	21.6%
Retention rate	8.0%	Down from 22.9%	2.0%	1.2%
Attendance rate	96.8%	Down from 97.3%	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	9.2%	14.8%
With disabilities other than speech	46.2%	Down from 57.8%	14.3%	12.6%
Older than usual for grade	24.4%	Down from 30.6%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	33.3%	Up from 23.1%	57.0%	56.9%
Continuing contract teachers	40.0%	Up from 15.4%	65.5%	72.7%
Teachers with emergency or provisional certificates	16.7%	Up from 0.0%	10.0%	5.3%
Teachers returning from previous year	N/A	N/A	79.8%	82.9%
Teacher attendance rate	96.6%	Down from 96.9%	95.0%	95.2%
Average teacher salary*	\$37,082	N/A	\$46,470	\$46,599
Professional development days/teacher	6.8 days	Down from 16.3 days	11.3 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	10.2 to 1	Down from 11.2 to 1	18.6 to 1	20.1 to 1
Prime instructional time	92.9%	Down from 93.3%	89.3%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	97.1%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$11,261	Up 34.5%	\$8,860	\$7,645
Percent of expenditures for instruction**	68.0%	Down from 71.0%	62.7%	63.4%
Percent of expenditures for teacher salaries**	60.5%	Down from 64.7%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Wohali Academy is located on the campus of Springbrook Behavioral Health System, a residential treatment facility for emotionally challenged youth. Wohali educates the children in residence at SBHS and students from the surrounding communities. Each child will progress to a level academically/behaviorally that will allow a successful return to their home school. Over the last five years, Wohali has successfully returned over 200 students to their home or other traditional public school throughout the state of SC. Last year's addition of the at-risk Leadership and Resiliency Program has had a positive impact on students remaining in school and decreased the identified at-risk behaviors. Because Wohali's target population is highly mobile, at-risk students, the timeline for meeting the school's long-term performance goals is on-going. Using only standardized testing to measure academic growth does not capture the school's progress. Therefore, a more reliable and statistically valid model to measure AYP includes the measurement of individual student progress over time. Each student, as measured by the Woodcock Johnson, will progress an academic equivalent year in Math and English. In 2006-2007, these results improved to 74%, and again in 2007-2008, over 50% of students improved to an academic equivalent year. Though the vast majority of students make academic and behavioral gains, difficulty in obtaining student records from schools and districts locally and across the state has had a negative impact on Wohali's rating. Deciphering records from other residential facilities that use a non-graded system has also had a negative impact on the school's graduation rate. Wohali graduated its first student with a high school diploma this year.

Laura Blackmore, Principal
Jimmy Smith, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 3 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	41.2%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	42	100	68.2	22.7	9.1	54.5	84	82.8	No	Yes
Gender										
Male	31	100	68.8	18.8	12.5	56.3	80.8	79.3	N/A	N/A
Female	11	100	I/S	I/S	I/S	I/S	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	24	100	72.7	18.2	9.1	54.5	89.5	89.5	I/S	I/S
African American	17	100	63.6	27.3	9.1	54.5	72.7	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	38.5	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.4	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	42	100	N/AV	N/AV	N/AV	36.4	80.9	78.9	No	Yes
Gender										
Male	31	100	N/AV	N/AV	N/AV	37.5	79.6	77	N/A	N/A
Female	11	100	I/S	I/S	I/S	I/S	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	24	100	N/AV	N/AV	N/AV	45.5	87	87.2	I/S	I/S
African American	17	100	N/AV	N/AV	N/AV	27.3	66.3	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	23.1	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	25	100	N/AV	N/AV	N/AV	9.1	71.3	67.5
Gender								
Male	19	100	I/S	I/S	I/S	I/S	70.8	67
Female	6	I/S	I/S	I/S	I/S	I/S	71.8	68
Racial/Ethnic Group								
White	13	100	I/S	I/S	I/S	I/S	79.5	79.5
African American	11	100	I/S	I/S	I/S	I/S	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.9	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	59.6
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.5	55.1

Social Studies

All Students	27	100	N/AV	N/AV	N/AV	20	75.7	72.3
Gender								
Male	20	100	N/AV	N/AV	N/AV	27.3	75.1	71.5
Female	7	I/S	I/S	I/S	I/S	I/S	76.3	73.2
Racial/Ethnic Group								
White	15	100	I/S	I/S	I/S	I/S	81.7	80.7
African American	11	100	I/S	I/S	I/S	I/S	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	67.9
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	39	97.4	76.9	15.4	7.7	23.1	72.9	70.2	97.6	96.5
Gender										
Male	29	96.6	75	15	10	25	66.4	63.2	97.2	96.4
Female	10	I/S	I/S	I/S	I/S	I/S	79.7	77.5	98.7	96.5
Racial/Ethnic Group										
White	22	95.5	78.6	14.3	7.1	21.4	80.5	79.1	97	96.3
African American	17	100	75	16.7	8.3	25	57.1	57.6	98.3	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.3	86.2	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	62.6	66.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	6.3	28.4	26.1	97.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	61.2	N/A	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	58.9	N/A	95.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	4	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	4	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	2	I/S	N/A	N/A	N/A	N/A
	4	3	I/S	N/A	N/A	N/A	N/A
	5	5	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	3	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	2	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	N/A	N/A	N/A	N/A
	5	2	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	7	I/S	I/S	I/S	I/S	I/S
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	3	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	N/A	N/A	N/A	N/A
	5	7	I/S	I/S	I/S	I/S	I/S
	6	12	100	I/S	I/S	I/S	I/S
	7	5	I/S	I/S	I/S	I/S	I/S
	8	11	100	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample